DOCUMENT RESUME

ED 252 498 SP 025 526

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TITLE Relationship between Teacher Motivation and Commitment to the Profession.
PUB DATE Apr 84
NOTE 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 23-27, 1984).
PUB TYPE Speeches/Conference Papers (150) -- Reports - Research/Technical (143)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Elementary Secondary Education; *Individual Needs; *Job Satisfaction; *Performance Factors; Professional Recognition; School Organization; Self Actualization; Teacher Administrator Relationship; Teacher Effectiveness; *Teacher Motivation; *Teaching (Occupation)
IDENTIFIERS *Motivation Hygiene Theory

ABSTRACT

A study examined the feasibility of the use of the Herzberg Motivation-Hygiene Theory to identify groups of teachers as motivation seekers. The theory distinguishes individuals by their personal needs, i.e., "hygiene needs," such as working conditions, salary, class size, supervision, policy, and benefits; and "motivation needs," such as recognition, achievement, responsibility, and intrinsic rewards of the job. A questionnaire was developed to measure: (1) motivation/satisfaction; (2) hygiene/dissatisfaction; and (3) commitment/activities. Responses were obtained from 198 elementary and secondary school teachers. The study concluded that the Herzberg Motivation-Hygiene Theory could be used in education to distinguish between motivation seekers and hygiene seekers. Based on criteria established for this study, motivation seekers were more committed to the teaching profession than were non-motivation seekers. Demographic variables had no bearing on the respondents' degree of motivation. A discussion of the findings includes implications for practice and for further research. (JD)

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# RELATIONSHIP BETWEEN TEACHER MOTIVATION AND COMMITMENT TO THE PROFESSION

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Paper Presented at the Annual Meeting
of the American Educational Research Association
New Orleans, Louisiana
April 1984

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## INTRODUCTION AND BACKGROUND

Education is front page news and from every conceivable arena comes criticism of the public school system. The National Commission on Excellence in Education, the National Task Force on Education for Economic Growth, teacher union leaders, national and state political candidates are all focusing on the ills of our education system. While attention has been directed to many aspects of schooling, critical in all these comments is the role of the teacher in the school setting.

However one defines that role, few dispute that the teacher is the key element in the success of the educational organization. Because the teacher is such an important part of the educational process, it seems obvious that the teacher needs to be motivated and needs to be committed to the organization for both the school and the child to be successful. The degree to which the teacher is committed to school organizational goals and the degree to which the teacher is motivated to perform at his or her greatest potential to achieve those goals are critically related to the success of the school organization.

Few would argue that within any school certain teachers seem more highly motivated and are more committed to their profession than others. In some cases, teachers are having their needs met within the organizational setting and are

expending more energy toward meeting organizational goals. In other cases, teachers are not having their needs met within the organization. They are going outside the organization to have these needs met and are less committed, in terms of time and energy, to the organization or to their profession. It seems apparent that for the school to best accomplish its goal, administrators must select the best teachers available and must keep them motivated and working toward organizational goals. They must provide teachers with experiences and an environment which will foster continued commitment to the profession.

While there is little argument that certain teachers are more committed and motivated than others, and that certain teachers do perform better and contribute more than others, there is less certainty about what causes teachers to be more motivated and committed or to perform better and contribute more than others. Administrators continue to search for methods to identify those teachers who are capable of high performance and commitment and continue to wonder how to keep them highly motivated and performing beyond the minimum.

Vroom and Deci (1970) suggested that differences in performance among people doing the same kind of work are due to differing abilities and motivation. Obviously, both ability and motivation are important to commitment and quality performance. Once a part of the school organization, staff development and supervision may indeed help all teachers grow and improve their competencies. The key remaining element then is that of motivation.

## Theoretical Rationale

The theoretical rationale for this study was the Motivation-Hygiene Theory developed by Frederick Herzberg, Bernard Mausner and Barbara Bloch Snyderman (1959). Designed to test the concept that workers have two distinct sets of needs which are separately related to job satisfaction and job dissatisfaction, Herzberg's original study involved 200 engineers and accountants in Pittsburgh industries. The participants were asked about events at work that resulted in improvement in their job satisfaction or reduction in their job satisfaction, the reasons for their feelings and whether or not these feelings affected their performance.

Unlike traditional theories of satisfaction based on a single continuum of satisfaction at one end and dissatisfaction at the other, Herzberg's theory proposed that satisfaction and dissatisfaction exist as separate sets of factors represented by two separate continua. Herzberg's theory proposed that certain factors act as satisfiers when present but not as dissatisfiers when absent; that other factors act as dissatisfiers but when eliminated, do not result in satisfaction. Herzberg proposed that those positive factors resulting in satisfaction are primarily related to intrinsic aspects of the work and include achievement, recognition, work itself, responsibility and advancement. He also proposed that the negative factors resulting in dissatisfaction are primarily related to extrinsic

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aspects of the work situation and include company policy and administration, technical supervision, interpersonal relations, and working conditions. One set of factors relates to what the worker does and the other to the situation in which he or she does it.

Herzberg labeled the extrinsic factors which are related to the conditions of the work "hygiene factors" and the intrinsic factors which are related to the nature of the work "motivator factors." Those dissatisfier factors primarily related to the environment which serve to prevent job dissatisfaction were labeled "hygiene factors" based on the medical use of the term meaning "preventative and environmental." Those satisfier factors primarily related to the nature of the work were labeled "motivator factors" since they were effective in motivating the individual to greater performance and effort (Herzberg, 1966).

Both sets of factors or needs are important and may exist within any individual. However, according to the Motivation-Hygiene Theory, these two sets of needs exist separately in relation to job satisfaction and job dissatisfaction. The theory proposes that one set of factors--the hygiene factors--contributes to job dissatisfaction, but not to job satisfaction. Further, according to the theory, it is the group of satisfiers (motivators) that may result in motivation to higher performance and job satisfaction. The group of hygiene factors will not contribute to either higher performance or job satisfaction.

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Although both sets of needs may be important to an individual, Herzberg maintains that some individuals are concerned primarily with one set of factors or the other. While some individuals are interested in those positive motivating factors which Herzberg associates with self actualization and growth, others have not reached that stage of development and are fixated at a less mature level of adjustment. Herzberg labeled those concerned with the motivation needs "motivation seekers," and those concerned with the hygiene needs, "hygiene seekers."

Three aspects of the Motivation-Hygiene Theory were significant for the purpose of this study:

1. Differences exist within individuals regarding their concern with the two sets of factors;
2. Only those satisfiers or motivator factors will contribute to high performance or commitment; and
3. Some individuals are not concerned with those factors which contribute to high motivation and commitment.

If, as the Motivation-Hygiene Theory suggests, these statements are true, the implications for administrators and teachers are tremendous. Not only must attempts be made to identify those separate sets of needs as they exist within individuals, but emphasis should be placed on meeting the motivator needs, thereby encouraging individuals to perform to the best of their abilities. In the field of education, much attention is paid to hygiene needs, e.g., working conditions, salary, class size, supervision, policy and benefits. Yet, comparatively little attention is paid to

those needs which will motivate teachers and which contribute to job satisfaction, e.g., recognition, achievement, responsibility, and the intrinsic aspects of the work itself. And yet, if there is a relationship between motivation seeking and performance, attempts should be made to identify those who are motivation seekers because they are the individuals who are capable of contributing most to meeting organizational goals and meeting that critical responsibility of educating our young people.

## PURPOSE AND STATEMENT OF PROBLEM

This study was not intended to replicate Herzberg[15] Theory. Rather, the focus was on one aspect of the theory, namely the contention of Herzberg that not only are there separate sets of needs existing within the individual, but there are individuals who are primarily concerned with one set of needs or the other. There are individuals who are primarily "motivation seekers" and individuals who are primarily "hygiene seekers." Thus, not only will the elimination of hygiene needs for all individuals not result in motivated, committed workers; but within the organization there may be individuals who are not capable of being motivated to perform at a high level. And finally, certain individuals within the organization are primarily concerned with motivator needs and these are the individuals who are capable of high performance and commitment. One focus of this study, then, was not to identify those factors which contribute to job

satisfaction or job dissatisfaction; but rather, it was to identify those individuals who are primarily concerned with those satisfier factors and therefore are capable of being motivated to make a commitment to the organization.

Even those with only superficial exposure to schools recognize that differences exist within teachers--differences that show some to be teachers who would more closely approximate what Herzberg called "motivation seekers" and others who would more closely approximate what he called "hygiene seekers." If certain teachers were motivators, and therefore capable of performing beyond the minimum and making a significant contribution to the school organization, it was important to be able to identify them.

The question remaining, of course, was whether or not these motivated teachers would, indeed, be committed to the school organization and would seek to have their motivational needs answered within the school setting, thereby making an effort beyond the minimum. Having identified these motivated teachers, the task remained to identify their commitment to the profession and to see if a relationship between motivation and commitment did exist.

Lay and professional literature alike address the concept of teacher commitment. Most would agree with Arthur Combs that "the good teacher is committed" (Combs, 1965). However, commitment--to self, to the student, to the institution, or to the profession--

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is an elusive characteristic. It is as important for a teacher to have as it is difficult to define.

Commitment to teaching is described by psychologists in terms of fulfillment of self and by sociologists as particular lines of action resulting from the demands of the formal school system (Goodell, 1968). As Combs (1965) stated, "The only way we can be sure teachers will carry out the communities' purposes is to find ways of helping teachers to develop commitment to them."

Various definitions and measures of commitment exist. Popham and Standlee (1958) explored the relationship between teachers' out-of-school activities and their professional performance. Fisher (1958) studied the professional reading patterns of teachers related to commitment, and Kiesler and Sakumura (1966) attempted to classify commitment, concluding that commitment was a "binding of the individual to behavior acts" (p. 349).

Goodell (1968) developed a behavioral definition of professional commitment in teaching. Goodell based her study on Becker's concept of commitment,[1] thus providing a framework". . . for examing the professional activities of teachers and linking their extraneous interests to the line of activities which, by common standards, seems to indicate that teachers are committed to teaching" (p. 14).

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[1]The concept of commitment contains an implicit explanation of one mechanism producing consistent human behavior. According to Becker, commitments arise from linking extraneous interest with a consistent line of activity.

Her work resulted in the following operational definition of the committed teacher:

> The committed teacher 1) extends his educational horizons beyond the confines of this local school community; participates in areas of professional activities which encourage continued learning and improve competencies, and in experiments which utilize new developments in learning; 2) shares knowledge to help others, in turn, to develop competence and/or genuine interest in learning; 3) fulfills professional responsibilities for advancing the cause of education, improving the quality of teaching, promoting the welfare of teachers, and elevating the status of the profession; and 4) has a positive professional attitude and real respect for teaching; finds fulfillment in professional activities; is a responsible participant in the affairs of the school and represents the profession in the eyes of the public. (pp. 23-24)

This definition of the committed teacher was used as the basis for analyzing commitment in this study and the specific activities she used in arriving at her definition were those used to represent commitment in this study.

## Statement of the Problem

The purposes of this study were twofold. The first was to use the Motivation-Hygiene Theory in education in an attempt to identify teachers who were primarily concerned with the motivator factors, who could be categorized as what Herzberg called "motivation seekers." These would be those teachers who, according to the theory, would be capable of contributing beyond the minimum to meeting organizational goals and objectives. The second purpose was to examine whether there was a relationship between motivation and commitment to the teaching profession.

If the dual continua existed for teachers, could it be used to distinguish groups of motivation seekers from nonmotivation seekers? Also, if two groups could be identified as primarily motivation seekers and nonmotivation seekers, did differences between the groups emerge related to commitment to the profession?

In addition to these two major questions of interest, the researcher examined several ancillary questions. Assuming one could distinguish between motivation seekers and nonmotivation seekers, would there be any relationship between certain demographic variables and motivation? Specifically, would any relationship exist between the following: motivation and total years teaching, motivation and years in present system, motivation and age, motivation and sex, motivation and school size, motivation and level of teaching, motivation and highest earned degree, and motivation and marital status.

Two other ancillary questions were of interest. As mentioned above, commitment was represented by specific activities which Goodell found committed teachers to be engaged in. Assuming the respondents would answer honestly to these specific items, the researcher added four items which, in effect, were Goodell's definition of a committed teacher, e.g., "participated in professional activity that advanced the cause of education." So, in addition to examing whether a relationship existed between motivation and actual activities engaged in by the respondents, an ancillary question was examined relating to whether a relationship existed between motivation and the respondents' self perceptions of what they did or did not do for education.

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The final question was based on the overriding impetus for the study. It was the assumption of the researcher that motivated teachers were leaving the profession. Therefore, the final ancillary question was examined as to whether or not a relationship existed between motivation and the desire to leave the profession.

## DESIGN OF STUDY

The population for this study included full-time elementary and secondary public school teachers in Wisconsin. The sample consisted of 239 teachers throughout the state selected by systematic random sampling techniques. One hundred ninety-eight (198) questionnaires were returned, for an 83% return rate.

Because there was no standardized instrument available that would measure these concepts which would have been suitable for the purposes of this study, it was necessary to construct an instrument that would accurately reflect these areas in a way that was appropriate for the study.

The instrument developed for this study was designed to measure three concepts: (1) motivation/satisfaction; (2) hygiene/dissatisfaction; and (3) commitment/activities. Prior to statewide implementation, a pilot was conducted to test reliability and validity of the instrument.

Based on the results of the pilot, the final draft of the instrument to be used statewide was prepared. This instrument included demographic questions related to total years teaching,

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years in present system, age, sex, level teaching, size of school, highest degree earned, and marital status, as well as items measuring satisfaction/motivation, dissatisfaction/ hygiene, and commitment/activities.

Both inferential and descriptive analyses were performed. For the interval variables means and standard deviations were calculated. Percentages for each value of the categorical variables were also determined.

Cronbach's internal consistency reliability coefficient alpha was calculated for the sets of items comprising each of the variables defined by the research instrument (satisfaction, dissatisfaction, and commitment).

The inferential techniques employed were the two sample t-test for means and the chi square test of independence. T statistics were used to test whether or not a significant difference existed between motivators and nonmotivators on the dependent variables (commitment, perceived contribution to the profession, and desire to leave the profession).

The chi square test was applied to determine if group membership (motivator/nonmotivator)was independent of each of the categorical variables.

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## RESULTS OF DATA ANALYSIS

Examination of data regarding total years teaching, years in present system, and age of respondents revealed a wide range of experience in total years teaching (from 1 year to 46 years) as well as within the present system (from 1 year to 33 years). Sixty percent of the respondents were male. Elementary and senior high teachers were equally represented (42.5% and 40.3%) with middle/junior high teachers comprising 17.2%. More respondents were working in small to medium size schools (0-499, 500-999) than large schools. As enrollment increased, number and percentage of respondents decreased. The great majority (71.4%) of respondents had bachelor degrees and the highest degree held was a master's (28.6%).

The last demographic variable was marital status: 70.8% were married, 20.8% had never been married and 8.4 were either widowed or divorced.

Overall, the demographic data revealed that the sample included a broad representation of teachers statewide from each level of teaching, varying from new to very experienced, primarily from small to medium size schools, mostly married with bachelor degrees.

### Major Questions

This study was designed to answer two major questions. The first major question was whether or not the Herzberg Motivation-Hygiene theory could be used to identify groups of teachers as

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motivation seekers, that is teachers who were concerned primarily with those intrinsic satisfiers which according to the theory contribute to job satisfaction and which might result in increased motivation on the part of the worker. The intrinsic satisfiers include recognition, achievement, responsibility and the nature of the work itself (teaching).

The statewide administration of the instrument was analyzed for reliability. Cronbach's alpha coefficient was calculated to determine internal consistency (.9102/satisfaction; .9051/ dissatisfaction; .8742 commitment). These results, consistent with those in the pilot study, support the reliability of the instrument. It was, therefore, concluded that the theory could be used to distinguish between groups for the purposes of this study and that the instrument did, indeed, distinguish between groups of respondents.

The second major question of the study was whether or not a relationship existed between motivation and commitment to the teaching profession. In order to determine the answer to this question, the respondents' scores on the satisfaction/motivation scale were compared with their scores on the commitment component of the instrument. The two groups of respondents were "motivators" and "nonmotivators." Motivators were those individuals whose scores on the satisfaction scale were at or above one standard deviation from the mean. Nonmotivators were those whose scores

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were at or below one standard deviation from the mean. There were 26 people who scored at or above 101.572 and were classified as motivators. There were 35 people who scored at or below 73.642 and were classified as nonmotivators. Commitment to the profession was represented by aggregate scores on the activities component of the instrument.

A t-test was calculated to see if the difference between the two group means was statistically significant. The obtained t-value of 4.47 is significant at the .0001 level. Thus, it was concluded that the performance of the two groups on the commitment scale was, indeed, different. These results affirmed that motivators and nonmotivators differed in commitment to the teaching profession.

## Ancillary Questions

In addition to the two major questions of the study, the researcher was interested in examining certain ancillary questions. Inasmuch as two groups (motivators and nonmotivators) were identified and inasmuch as a difference did exist between these groups' commitment scores, the data were examined to see if any relationship existed between the demographic variables and motivation.

Data regarding motivation and (a) total years teaching, (b) years in system, and (c) age of respondents revealed no statistically significant relationship existed between these particular demographic variables and motivation.

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A chi square test of independence was calculated to see if any relationship existed between sex and motivation for the two groups. No statistically significant relationship existed.

Three categories of school enrollment were examined: enrollments of 0-499, 500-999, and 1000 or more. A chi square test of independence was calculated to determine if any relationship existed between school enrollment and motivation. No statistically significant relationship did exist.

In addition to size of school, the data were examined regarding level of teaching. Motivators were quite evenly distributed among the elementary, junior high/middle school, and high school levels with more nonmotivators at the elementary level than at the junior high or senior high level. A chi square of independence was calculated to determine if any relationship existed between motivation and level of school in which the respondents were teaching. No statistically significant relationship did exist.

The results of the chi square test of independence revealed no statistically significant relationship between motivation and highest degree earned.

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The final demographic variable that was examined was marital status. A chi square test of independence was calculated to see if any relationship existed between motivation and marital status. No statistically significant relationship did exist.

Two other ancillary questions were examined. The first of these was related to whether or not any relationship existed between motivation and the respondents' perceptions of what they contributed to education. This perception was represented by the sum of four items which made up Goodell's (1968) operational definition of a committed teacher, e.g., "participated in professional activity that elevated the profession." Results of the t-test were significant at the .01 level with the non-motivators' mean being greater than the motivators' (12.485 and 9.615).

The final ancillary question was related to whether or not a relationship existed between motivation and a desire to leave the profession. The results of the t-test were not significant at the .05 level. However, the probability of occurrence at random is small ($t = 1.83$, $p < .072$).

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## DISCUSSION OF FINDINGS

Education, like other social institutions, is continually changing. Yet, however the goals and techniques may evolve, an ever-important link in the educational process is the teacher. Although new goals and techniques emerge, the teacher faces the ever-present challenge of meeting those goals, of employing those techniques--and ultimately, of educating society's young people.

It is, therefore, of continual concern to select qualified and motivated teachers to meet the responsibility of preparing society's citizens. Not only is it important to select qualified individuals, it is equally important to provide an atmosphere in which these individuals will continue to grow professionally and continue to maintain their commitment to their profession. Thus, it becomes the responsibility of the organization to be able to identify those factors and meet those needs that will result in teachers maintaining an on-going commitment to the profession and expending their time and energy toward meeting organizational goals.

One purpose of this study was to see if it were possible, using Herzberg's Motivation-Hygiene Theory, to identify individuals as "motivation seekers" and individuals as "nonmotivation seekers." That is, could an instrument be devised based on the Motivation-Hygiene Theory, that would distinguish between those teachers who were primarily interested in motivational factors (i.e., achievement, recognition, responsibility, and the nature of the work itself) and those teachers who were not primarily interested

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in those factors? Should this be possible, the second purpose of the study was to examine whether or not any relationship existed between teacher motivation and a commitment to the teaching profession.

In addition to these two major areas of interest, several ancillary questions were explored. These questions involved seeing if possible relationships between motivation and certain demographic variables (i.e., total years teaching, years in system, school level, school enrollment, age, sex, highest earned degree, and marital status) existed.

Based on the results of this study, it appears that Herzberg's Motivation-Hygiene Theory can be used in education to distinguish between motivation seekers and nonmotivation seekers. Further, it appears that a Likert scale instrument is an appropriate technique for such an investigation.

The data indicate that, using the criteria established in this study, motivation seekers are more committed to the teaching profession than are nonmotivation seekers. However, there appears that no relationship exists between motivation and such demographic variables as age, sex, years of teaching, school enrollment, highest degree earned, level taught and marital status. The data do suggest that, although motivation seekers are more committed, nonmotivation seekers perceive themselves as contributing to educational causes and concerns. And finally, a trend may exist between motivation and the desire to leave the profession.

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Based upon the findings of this study, several important implications for practice and research have emerged. Following are implications and recommendations for present practice relating to teacher motivation and commitment to the teaching profession.

1. As Herzberg's Motivation-Hygiene Theory and the data from this study suggest, there are teachers who are more motivated than others. And, as the theory and data further suggest, these individuals are more committed to the profession. Therefore, not only is it important to identify those need categories (i.e., achievement, recognition, responsibility, etc.) in all teachers; but, it is also important to identify those teachers who have the potential for making more of a commitment to teaching. School administrators should make a double effort--to meet the motivational and hygiene needs of all their teachers and to identify those individuals who are motivation seekers within the organization and who, therefore, have the potential for contributing more to meeting school goals.

2. The items in this study measuring motivational needs and hygiene needs of teachers were based on specific examples and situations existing within the K-12 public school setting or appropriate to the public school teaching profession. It would seem advisable for administrators to identify similar examples and situations within their own school settings that represent those separate motivational and hygiene categories. By matching types

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of teachers with appropriate experiences to meet their individual need deficiencies, the administrator can save time and energy and be more successful at both reducing teacher dissatisfaction and enhancing teacher satisfaction.

3. The findings of this study revealed a relationship between motivation and a commitment to the teaching profession. Commitment was represented by specific examples and activities within a school setting or appropriate to the public school teaching profession. Administrators could apply this information to their own school settings by matching types of teachers with appropriate activities and assignments. By providing appropriate assignments and opportunities suited to individual need deficiencies, administrators may meet organizational goals as well as may help their staffs to meet personal needs.

However, while administrators are encouraged to use such findings to identify specific examples and activities that represent motivation and commitment, caution must be exercised when either adapting existing instruments or when developing new techniques. Care must be taken not to misinterpret findings of existing studies, and not to misuse existing instruments. The theory and the development of valid instruments are both complex. It is important, therefore, to have a solid understanding of the theory and of the instrument or technique to be used in order to avoid misapplication or misinterpretation.

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4. The findings of this study suggested that nonmotivators perceived themselves to be more involved in activities which made contributions to education than they actually were involved in. They saw themselves as more involved than did the motivator group. Based on this finding, it is recommended that administrators work with both motivators and nonmotivators to bring into line a more realistic appraisal of each group's actual involvement rather than their perceived involvement in educational activities. This awareness could provide a basis for professional growth on the part of both groups.

The research techniques and the subsequent findings of this study have resulted in several ideas concerning future research which may add to the knowledge and understanding in the areas of teacher motivation and commitment to the teaching profession. Following are implications and recommendations for future research relating to those areas.

1. One of the major purposes of this study was to use the Motivation-Hygiene Theory to identify motivation seekers rather than merely replicating earlier studies which identified factors associated with job satisfaction and job dissatisfaction. Inasmuch as the findings of this study support Herzberg's contention that some individuals are motivation seekers and some individuals are nonmotivation seekers, it is recommended that further research be done on this particular aspect of the theory. Not only is replication recommended, but further research related to uncovering additional data related to those individuals who can be labeled

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motivation seekers and those individuals and their particular needs, the more that can be done to meet those needs within the school setting. Also, the more that is learned about the differences between motivation seekers and nonmotivation seekers, the more information that will be available to those who are charged with the preparation and selection of educators and educational administrators.

2. This study focused on motivation and commitment to the profession of teaching. Again, inasmuch as the findings supported the major questions, it is recommended that further research be done in the area of motivation and commitment of other school personnel, especially educational administrators. Just as it is important for school administrators to provide an environment for teachers that will enable them to have their needs met and important to be able to identify motivation seeking teachers within the school organization, it is equally important that these needs be met for educational administrators and that motivation seekers in the field of educational administration be identifiable. By enhancing job satisfaction for teachers and administrators and by selecting motivation seekers in both professions, the administrators and the teachers can better work together to meet the ever-challenging task of educating our youth.

3. This study did not explore the relationship between motivation factors and hygiene factors as they exist within individuals identified as motivation seekers or nonmotivation

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seekers. Hygiene needs may exist within all individuals, and further research should be done exploring the relationship of these needs within types of individuals and their possible effects on commitment to the profession.

4. Another major purpose of this study was to attempt to use a technique other than the semi-structured interview to identify motivators and nonmotivators in an educational setting. Much criticism has been levied at Herzberg's theory centering around methodological considerations. The findings of this study affirm that another technique (i.e., a Likert-scale questionnaire) can be successfully employed to collect valid data related to teacher motivation. Studies using other techniques as well as replication of existing studies are recommended to further support the findings of this study and to provide further indication of the reliability and validity of the Herzberg method.

5. Although the findings did not show a significant relationship between motivation and a desire to leave the profession of teaching, the direction suggests the possibility of such a relationship. It is, therefore, recommended that further research be done in the area of motivation and propensity to leave the profession as well as in the area of motivation and those who have already left the profession.

If one believes education to be of great significance in our society, it is imperative to attract and to keep the most competent and most committed individuals to educational fields.

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